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ABSTRACT

A course titled "Editing As a Way of Life," dealing with communications media, was tried out at the senior high school in University City, Missouri. A total of 38 activities were devised to meet the 16 objectives of the course, which were subsumed under six categories: perception, knowledge, creativity, skills, production techniques, and attitudes. The major portion of this report consists of tables which relate the results of various evaluations of the course including the value students placed on each of the course goals and the extent to which students felt the course met these goals. Student responses are also broken down by variables of sex, race, religion, academic success, and rank in family. The course evaluation was based on only selected aspects of the program for which data could be gathered readily in a short time period. Among the major findings were that students in the program were better able to define terms from the field of communication and media and could use those terms with greater sophistication. Also there was a substantial correlation between the activities students liked most and those from which they thought they learned the most. Students had positive attitudes towards the course. It was concluded that the course was generally successful and could be implemented in other schools. (JK)

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EDITING AS A WAY OF LIFE: media and communication

RESEARCH REPORT

DEMONSTRATION SCHOOL PROJECT
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UNIVERSITY CITY SCHOOL DISTRICT

1971

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Report Prepared by Alvin P. Sokol

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EDITING AS A WAY OF LIFE

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EDITING AS A WAY OF LIFE

INTRODUCTION

The course, Editing as a Way of Life, was offered as a pilot program to two classes of sophomores at University City Senior High School, University City, Missouri, during the fall semester, 1970. Support for the program was provided through the Arts in General Education Project. This project had been operating in the district for two years, supported by a grant from a private foundation. Through this project, ways of increasing sensory awareness of students within the framework of daily instruction in the regular curriculum are explored. Inservice workshops for teachers, the development of learning packages, and support for special programs are among the project's activities.

One such program was Editing as a Way of Life. The person who developed the program was attached to the project in order to: (1) participate in the initial development of the curriculum and accompanying instructional materials, and (2) act as the substantive coordinator during the semester and to take part in teaching sections of the course.

Sharpening of perception and the ability to make aesthetic judgments were at the center of this course. Since so much stimuli is received simultaneously, it was reasoned, learning to be sensitive and selective in perceiving our environment is deemed important. The process of selection is referred to in the communication media as editing.

Space in the building was made available for the program on the third floor of the building. Equipment required for the communications course was secured. Two classes of 10th grade students were scheduled into the course with a two-hour block of time allotted to each class.

The activities which took place in the course were described in the regularly published newsletter of the school district as follows:

"On a given day, one group of students might be in the dark room making photograms; another, composing a 16mm film by editing television commercials; a third, discussing the theme for its Super 8 mm film. An individual student may be forming compositions for the synthesizer in the music studio or running the video tape recorder. Keeping all these activities coordinated is a major task for the teaching team--Mr. Dan McWhorter, English teacher, Mr. Terry Barrett, media consultant, and Miss Jacqueline Shuler, fine arts teacher--but planning and cooperation make it a reality...

"Working in the darkroom, using equipment such as movie cameras, tape recorders, splicers, editors, and video tape recorders should open up avenues for new means of communication, both verbal and non-verbal. Composing slide shows and films involves a sensitivity to synchronization of sight and sound, a double composition problem. As the student sees and discusses selected professional films, he begins to understand how and why certain effects were created. With this information and the necessary technical skills learned in the course, the students will have greater chances of success in film making.

"The communications classroom at University City High has become a real editing room, where decisions and selections in creating all kinds of multimedia compositions go on daily. Come and see us 'getting it together.'"[1]

The Setting. University City is a suburban, residential community of approximately 46,000. It is located between the western boundary of the City of St. Louis and the eastern boundary of several other suburban communities. Founded in 1904, it is one of the oldest suburbs in the St. Louis Metropolitan area.

Due to its location, the community has a population diversified along racial, religious, and economic lines. Racially it is approximately 80 percent white and 20 percent black. Followers of all major religious faiths reside in the community. Occupationally, the community includes professionals, managers and proprietors, white and blue collar workers, as well as pensioners.

University City's public school system includes 10 elementary schools, 1 6th grade center, 2 junior high schools, and 1 senior high school. In September, 1970, 7588 students were enrolled in the schools. The enrollment in the senior high school was 1548.

The early 1960's saw the community as a placid suburb, similar to many across the nation. The schools, while traditional in framework, were acknowledged for providing an excellent education. However, numerous teachers and administrators were at work devising new programs and attempting to incorporate current ideas from the field of education into existing programs.

In 1963, the district received a substantial grant award from a foundation interested in education to stimulate program development and innovation. The professional staff was involved in a far-reaching evaluation of the goals and practices of the schools, and new directions were charted.[2] University City schools emerged on the cutting edge of major innovations in education centering around instructional arrangements, curriculum revision, and modifications of the buildings to support these changes.[3]

Toward the end of the decade, the school and community underwent several controversies of the type experienced in many other school districts across the nation. The controversies revolved around the defeat at the polls of school tax levies requiring multiple tax campaigns and elections, and problems associated with integration.

As may be surmised, the experiences encountered in implementing the experimental program in the district could be generalized to other settings. The student population is diverse, the experiences in school-community relations are similar to those of other districts, and the district has had experience with implementing new curricular programs on a pilot basis.

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[1] University City Schools, School District of University City, Missouri, (27), October, 1970, p. 4.

[2] The Comprehensive Project for Improvement in Learning, University City Schools, July, 1966.

[3] Proceedings of the Conference on Innovative Practices and the Process of Change in Education, CEMREL and University City Schools, May, 1967.

Program Objectives. As the program was being designed, a number of objectives was generated. It was not surprising that, due to the nature of the program, many objectives were conceptual in nature. Other objectives were able to be stated in more behavioral terms. One writer stated that, by nature, objectives would be expected to be stated in terms of varying degrees of specificity.[4]

The objectives which evolved from this course were grouped into six categories: perception, knowledge, creativity, skills, production techniques, and attitudes. Briefly stated, the objectives were:

PERCEPTION:

To develop a critical awareness of the form and content of communication media

To heighten awareness of the interaction between the environment and communication media

To sharpen visual and aural perception

KNOWLEDGE:

To study the impact of communication media on society

To understand terms used in television, film, photography, and advertising

To help the student be more critical of what he sees around him--on TV, in the theatre

CREATIVITY:

To challenge and direct creative impulses of students

To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms

To help the student become more flexible and imaginative in communicating his ideas

SKILLS:

To develop a wider range of communication skills

To develop esthetic judgment skills

To sharpen compositional skills through visual, aural and film experiences

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[4] Strake, Robert E., "Testing in the Evaluation of Curriculum Development," Review of Educational Research, 38, (Fall, 1968), pp. 77-84.

PRODUCTION TECHNIQUES:

To operate equipment necessary for film making, audio, and video tape recording

To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently

ATTITUDES:

To develop positive attitudes toward expressing ideas in various ways--other than written forms

To develop an open attitude toward a variety of communication media

Student Activities. Thirty-eight activities in which the students engaged during the semester were identified. They were:

Developing and printing pictures
Designing individual projects
Making photograms in the dark room
Composing a slide show
Photographing pictures
Seeing student slideshows and films
Seeing film history movies and classics
Making slides without a camera
Using the Super 8 camera
Making animated films
Seeing animated films
Seeing dramatic films
Seeing special effect films
Making tape recordings
Editing film
Working with acetate overlays
Making film montages from bleached films
Making cut out letters
Making sound collages
Doing calligraphy
Analyzing shots and angles in comic strips
Using the video tape recorder
Seeing how a photographic slide show is done by a professional
Writing TV reviews
Designing layouts
Seeing how a video tape recorder works
Making a story board
Listening to a film maker; seeing his work
Discussing films
Finding out the possibilities of a movie camera
Using the synthesizer

Working with typographic images
Viewing "how to" films
Studying typefaces
Analyzing magazine ads
Reading media and communications books
Reading; exploring the Film
Watching and hearing a synthesizer demonstration

Evaluation of the Program. Evaluation is the gathering of information for the purpose of making decisions. It is oriented toward a specific program rather than toward variables common to many programs.[5] Evaluation seeks to provide a basis for making decisions among alternatives. The purpose for this report is to provide data which would allow one to assess the "effects" of the experimental program, and thereby enable an independent observer to place a value upon those effects.

The evaluation procedures centered upon measurable aspects of the program which were seen to be related to cognitive learnings, performance, and attitudes exhibited by the students in the program and their parents. Cognitive skills were measured by a pre- and post-test administered to the students. The pre-test was administered during the first week of the course. The post-test was administered during the ninth week. For purposes of comparison, a control group composed of students who had no instruction in the program was administered the test during the ninth week. The test was composed of 29 selected terms related to media. The students were asked to define these terms.

Data on the students' performance were gathered from the ratings assigned to the project students completed. Each student worked on an individual project during the semester. During the eighth week of the program, the projects were presented to the class as a whole. The projects were slide, tape, or film presentations,or mixed media, graphics, or photography.

Several measures of attitudes were obtained. Students were presented with a list of the activities in which they had engaged in the course. They were asked to rank the activities in two ways: (1) according to those activities which they liked to do the most, and (2) those activities from which they believed they had learned the most. Another means of gathering attitudinal data was the use of questionnaires. Questionnaires were designed especially for (a) students and (b) parents. The respondents were asked to rate each objective of the course according to the value they placed upon it; they were asked to indicate out-of-school activities students engaged in which were related to the course; they were asked to indicate the educational value they would place upon the course as a whole. Through these means, data related to some of the objectives of the program were gathered.

Generalizability. It would be interesting to examine the profile of the students enrolled in this course in order to note whether or not the experiences they have had would be generalizable to a larger population of students in other parts of the country. It has been mentioned previously that the setting for this course, the School District of University City, is appropriate. An examination of the students enrolled in the program suggests that they are a diverse group of students and that the outcomes of the program for them would be generalizable to students in other settings. There were 51 students in the two programs. There were 28 females and 23 males. Thirty-four of the students were white, and 17 were black. There were 19 white female students; there were 9 female black students; there were 15 male white students; and, there were 8 male black students. In terms of the religion practiced by the students, 15 of the students identified themselves on the questionnaire as Jewish; 8 identified themselves as Catholic; and 12 identified themselves as Protestants. Twenty-one students rated themselves as Successful Students; 19 rated themselves as Average Students. In terms of their order in the family, 17 students indicated they were the youngest child, 17 indicated they were a middle child; and 6 indicated that they were the oldest child or an only child. The educational characteristics of the class, I.Q., grade point average, and attendance data, all of which have been shown significantly related to achievement, are presented in Table 1.

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[5] Hemphill, John K., "The Relationship Between Research and Evaluation Studies," NSSE 68 Yearbook, 1969.

TABLE 1

EDUCATIONAL CHARACTERISTICS OF STUDENTS ENROLLED IN EDITING AS A WAY OF LIFE, SEPTEMBER, 1970

IQ		GPA		Days Absent		Times Tardy	
Intervals	f	Intervals	f	Intervals	f	Intervals	f
146-150	1	2.6-3.0	4	33-35	2	25-27	1
131-135	2	2.1-2.5	18	30-32	1	16-18	2
126-130	2	1.6-2.0	9	27-29	0	10-12	2
121-125	5	1.1-1.5	7	24-26	1	7- 9	6
116-120	6	0.6-1.0	3	21-23	1	4- 6	4
111-115	6	0.1-0.5	1	18-20	2	1- 3	15
106-110	5			15-17	1		
101-105	2			12-14	2		
96-100	2			9-11	9		
91-95	3			6- 8	4		
86-90	2			3- 5	10		
81-85	3			0- 2	9		
Median=112.58		Median=2.33		Median=7 days		Median=2.5 times	

It may be noted in Table 1 that, for the 51 students enrolled in the program, the I.Q.'s ranged from 81 to 147 with a median of 112.58; the grade point averages (based on a 3-point scale) ranged from 0.5 to 3.0 with a median of 2.33; the absences ranged from 0 to 35 days with a median of 7 days; the number of times students were tardy ranged from 1 to 27 with a median of 2.5 times.

PRESENTATION OF FINDINGS

Vocabulary Test. One objective for the course listed under the heading, Knowledge, was, "To understand terms used in television, film, photography, and advertising." During the first week of school, the students were administered an open-ended test in which they were presented with 29 terms to define. The same list was administered during the last week of the program. Of the 51 students, there were 40 who took both the pre- and post-test. The vocabulary test was administered to a control group of 60 sophomores not enrolled in Editing as a Way of Life or any program dealing with communications.

The significance of the difference between the scores on the pre-test and the post-test was analyzed by the t-test for the significance of the difference between means. The results are presented in the table below.

TABLE 2

SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS
OF PRE- AND POST-TEST SCORES ON A VOCABULARY TEST

	Pre-Test	Post-Test	N	SE	t	Significance Level
Sum of Scores	1056	2039	40	3.85	-6.383	$P = < .01$
Mean	26.4	50.975				
Variance	242.149	335.973				

As may be noted from the data presented in Table 2, the mean of the post-test scores was significantly greater than the mean of the pre-test scores. The significance level indicates that these results could be expected to occur by chance only once in 100 times. It would seem, therefore, that the course was effective in meeting the objective that students would understand terms used in media.

In addition to recording the scores on the tests, the responses were categorized according to the level of sophistication concerning media exhibited. The four categories were: Sophisticated, Knowledgeable, Naive, and No Response or Incorrect Response. The responses on the pre- and post-tests for the experimental group (those enrolled in the course) and the post-test for the control group (those not enrolled in the course) were categorized. The t-test was based upon the responses of 40 students in the experimental group who took both the pre- and post-tests. For this analysis, the responses from all students who took all tests were used. There were 51 responses to the pre-test and 45 responses to the post-test for the experimental group; there were 60 responses on the post-test from the control group.

For the purposes of the analysis, the proportion of students' responses categorized as Sophisticated or Knowledgeable and the proportion categorized as Naive, Incorrect, or No Response were calculated for each of the three tests. The significance of the difference between the two proportions was analyzed by the Normal Curve Test. A summary of the numbers and proportions of responses assigned to each category for each group is presented in Table 3.

TABLE 3

SUMMARY OF RESPONSES RATED "SOPHISTICATED; KNOWLEDGEABLE"
OR "NAIVE; INCORRECT" ON PRE- AND POST-TESTS, EP GROUP,
AND POST-TEST, CONTROL GROUP

	Number of Answers		Proportion of Answers			
	Soph.	Naive	p	q	P	Q
Pre-test (Ep) N=51	353	922	.276	.724	.447	.553
Post-test (Ep) N=45	833	302	.734	.266		
Post-test (C) N=60	498	1002	.332	.668		

The Normal Curve Test was used to analyze the difference of the proportions on all tests for all groups. The proportions compared were: (1) pre-test (Ep group) with post-test (Ep group); (2) pre-test (Ep group) with post-test (C group); and (3) post-test (Ep group) with post-test (C group). The results of the analyses are contained in Tables 4, 5, and 6.

TABLE 4

SIGNIFICANCE OF DIFFERENCE OF THE PROPORTION
OF ANSWERS RATED "SOPHISTICATED," PRE- AND
POST-TESTS, EXPERIMENTAL GROUP

Pre-test (Ep)	Post-test (Ep)	SE	Z	Significance Level
p=.276	p=.734	.1014	-4.5167	P = <.0002

TABLE 5

SIGNIFICANCE OF THE DIFFERENCE OF THE PROPORTION OF ANSWERS RATED "SOPHISTICATED," PRE-TEST EP GROUP AND POST-TEST, CONTROL GROUP

Pre-test (Ep)	Post-test (C)	SE	Z	Significance Level
p=.276	p=.332	.0943	-.5938	N.S.

TABLE 6

SIGNIFICANCE OF THE DIFFERENCE OF THE PROPORTION OF ANSWERS RATED "SOPHISTICATED," POST-TEST EP GROUP AND POST-TEST, CONTROL GROUP

Post-test (Ep)	Post-test (C)	SE	Z	Significance Level
p=.734	p=.332	.0974	+4.127	P = < .0002

The data presented in Table 4 indicate that a significantly higher proportion of the responses on the post-test for the experimental group were rated sophisticated. The Z score indicates that the proportion is considerably above the mean, and the level of confidence indicates that the results could have occurred by chance only two out of 10,000 times.

The data presented in Table 5 indicate that there was no significant difference between the proportions of answers rated Sophisticated on the pre-test for the experimental group and the post-test for the control group.

The data presented in Table 6 indicate that a significantly higher proportion of the responses on the post-test for the experimental group were rated Sophisticated, compared with those on the post-test for the control group. The Z score and level of confidence were similar to those in Table 4.

These data indicate that at the start of the program, the students enrolled exhibited a level of ability to define terminology used in the fields of media which was comparable to most randomly selected groups of sophomores. By the end of the course, however, they were able to define the terms in a manner rated more sophisticated. The increased proportions of 'sophisticated' definitions were found to be statistically significant.

The objective being considered, to understand terms used, was met. This was shown by: (1) comparison of means on the pre- and post-tests, and (2) by analyzing a difference in proportion of answers which were rated as sophisticated.

Activity Ratings. The activities in which the students engaged during the course were described briefly and were listed. Toward the end of the course the students were asked to rank each activity according to: (1) those activities from which they had "learned the most" and (2) those activities which they "liked doing the most." The number 1 was used to denote highest rank and 38 was used to denote the lowest rank. The rankings submitted by the classes were summarized. The extent to which the ranks varied together was determined by means of Spearman's Rank Correlation Coefficient. The correlation coefficient varies from -1.00 through .00 to +1.00 indicating perfect negative correlation, no correlation, or perfect positive correlation, respectively. The mid rank method was used for tied ranks. The results are presented in Table 7.

The data presented in Table 7 indicate that there is a sizable positive correlation between the activities in which the students liked to engage and those from which they learned the most. It may be noted that the first five activities appear in both columns. These activities are all active, stressing student decision making and participation. The fact that activities of this sort receive the highest ranks would seem to indicate that a course such as Editing as a Way of Life would be successful.

In order to investigate further the apparent preference of the students for active lessons, the 38 lessons were categorized according to whether or not the students were required to be active or passive. Four types of lessons were distinguished. They were: (1) activities; composing, making, editing; (2) viewing experiences; (3) assignments; studying, analyzing, reading; and (4) discussion.

The lessons classified as Activities; composing, making were: Developing and printing pictures; Designing individual projects; Making photograms; Composing a slide show; Photographing pictures; Making slides; Using the Super 8 camera; Making animated films; Making tape recordings; Editing film; Working with acetate overlays; Making film montages; Making cutout letters; Making sound collages; Doing calligraphy; Using the video tape recorder; Designing layouts; Making a story board; Using the synthesizer; Working with typographic images.

The lessons classified as Viewing Experiences were: Seeing student slide shows and film; Seeing film history, movies and classics; Seeing animated films; Seeing dramatic films; Seeing special effects films; Seeing how a slide show is prepared by a professional; Seeing how a video tape recorder works; Listening to a film maker and seeing his work; Viewing "How to" films; and Watching and hearing a synthesizer demonstration.

The lessons classified as Assignments were: Analyzing shots and angles in comic strips; Writing TV reviews; Discovering the possibilities of a movie camera; Studying type faces; Analyzing magazine ads; and Reading books about media and communications. The lesson categorized as Discussion was discussing films.

The lessons were combined to form two categories, Active lessons (those concerned with composing, making, etc.) and Passive lessons (those concerned with viewing, studying, reading, etc.). From the information contained in Table 7, the frequencies with which students stated a preference for the 38 activities were tabulated. The significance of the difference was analyzed by means of Chi Square. The results are presented in Table 8.

TABLE 7

RANK ORDER CORRELATION OF LESSONS WHICH STUDENTS LIKED BEST AND FROM WHICH THEY LEARNED THE MOST

Type of Lesson	Rank "Learn"	Rank "Like"	D^2	r_s
Developing and printing pictures	1	1	3,653	+.60
Photographing pictures	2	5		
Making photograms	3	3		
Designing own project	4	2		
Composing a slide show	5	4		
Making animated films	6	10		
Making cameraless slides	7	8		
Seeing film history movies and classics	8	7		
Listening to film maker	9	28		
Using Super 8 camera	10	9		
Watching and hearing synthesizer	11	38		
Reading Exp. Film	12	37		
Seeing dramatic films	13	11.5		
Making tape recordings	14	14		
Exploring possibilities of a movie camera	15	30		
Making sound collages	16	18		
Analyzing comic strips, shots and angles	17	35		
Seeing special effects films	18	13		
Bleaching and marking	19	17		
Editing film	20	15		
Discussing films	21	29		
Seeing a professional do a slide show	22	23.5		
Seeing student slideshows and films	23	6		
Seeing animated films	24	11.5		
Seeing how a video tape recorder works	25	26		
Reading media books	26	36		
Working with acetate overlays	27	16		
Writing TV reviews	28	23.5		
Designing layouts	29	25		
Making cut-out letters	30	18		
Using synthesizer	31	31		
Using video tape	32	22		
Making a story board	33	27		
Doing calligraphy	34	20		
Analyzing magazine ads	35	35		
Working with typographic images	36	32		
Studying typefaces	37	34		
Viewing 'how to' films	38	33		

TABLE 8

SIGNIFICANCE OF DIFFERENCE BETWEEN TYPES OF ACTIVITIES IN LESSONS SELECTED BY STUDENTS AS LIKED MOST AND LIKED LEAST

	Observed Frequencies		χ^2	df	Significance Level
	Active	Passive			
Liked Most	8	5	5.43	2	P = <.10
Liked Somewhat	9	4			
Liked Least	3	7			

The data presented in Table 8 indicate that the difference in preferences of the students for active or passive activities was not statistically significant, if the standard of the .05 level of confidence is used to define significance. However, the Chi Square obtained (5.434) did approach significance. The critical value for significance at the .05 level is 5.991.

The data suggest that the activity-type lessons presented in the course are the sort of classroom experiences students prefer. The fact that the statistic approached the required level of significance so nearly would seem to indicate that the lessons developed for the course were well selected.

Performance Ratings. During the course, the students designed their own media projects. Some students developed their projects alone and some worked in groups. Early in November, the projects were presented. The types of projects developed were: (1) slides and film shows, or multi-media presentations; (2) graphics; and (3) photography. The multi-media presentations were titled: The Jet Age; Still Life; Indians; Space Travel; Life and Time; The Hardships of Us (the Blacks)!; People; Out in the Country; A is for Animal; The Star Strangled Banner; Slide Poem; The Vicious Circle; Israeli and American Culture; Word Associations; Music-Together; Cycles; Pollution; Hands; The School: A Living Organism; Things Gotten Together; and Animation.

Graphics were entitled: Film Festival Posters; "To Dream the Impossible Dream"; "I Believe"; Typographic Images; and Concrete Poetry. Photography projects were: Animals and Their Designs; Modern Fashions; Her Philosophy of Life; Faces; and Science Models.

The projects were rated by the instructors on a 3-point scale. The ratings assigned to the three different types of projects are summarized in Table 9.

TABLE 9

RATINGS ASSIGNED TO TYPES OF STUDENT PROJECTS

	High	Average	Low
Multi-media (slides, films, music)	10	17	4
Graphics	---	3	3
Photography	1	---	5

In order to test whether different types of projects were rated in a manner significantly different from other types, the data presented above were analyzed by Chi Square. The results are presented in Table 10. The cells in the table above were combined in order to meet the requirements of the statistical test.

TABLE 10

SIGNIFICANCE OF DIFFERENCE BETWEEN RATINGS AND TYPES OF STUDENT PROJECTS

	Observed Frequencies		X^2	df	Significance Level
	Ratings				
	High & Avg.	Low			
Slides and Films	27	4	12.423	1	$P = < .001$
Graphics and Photography	4	8			

The data presented in Table 10 indicate that higher ratings were given to those students who presented projects involving films, slides, or mixed media to a significantly greater extent than students who presented projects dealing with graphics and photography. The majority of students prepared projects which received an acceptable rating.

Opinions. In order to gather information concerning several aspects of the 'effects' of the course upon the students, an opinionnaire was designed to gather data directly from students enrolled in the course. The aspects selected for investigation were:

1. The value students place upon the goals for the course, as they understand them.
2. The realized goals for the course, as students see them.
3. The behaviors of students outside of class which might be a result of learnings from the course.
4. The educational value students place upon the goals and activities of the course.

The respondents were asked to return the opinionnaires unsigned. For purposes of making comparisons, they were asked to indicate their sex (male or female); race (Black, or Negro, White, Other); religion (Protestant, Catholic, Jewish, Other); rank in family (oldest child or only child, second oldest, younger than 2 or more brothers or sisters); and degree of success in school (successful student, average student, poor student).

There were 41 usable responses to the survey. Ten students either did not respond or responded in an irregular manner which resulted in invalidating their questionnaire. Of the 41 responses, 20 were from males and 21 from females; 25 were from Whites and 13 were from Blacks; 12 respondents identified themselves as Protestants, 15 identified themselves as Jews, and 8 identified themselves as Catholics; 21 identified themselves as successful students and 19 identified themselves as average; 6 indicated they were the oldest child, 17 indicated they were the second oldest, and 17 indicated they were younger than two or more brothers or sisters.

In order to measure the value the students enrolled placed upon the goals for the course, they were asked to respond to each goal according to a 4-point Likert-type scale. The respondents were asked to indicate whether, in their opinion, each goal was Very Valuable, Somewhat Valuable, of Little Value, or of No Value At All. The data are presented in Table 11.

The responses in Table 11 are expressed in percentages. It may be noted from the table that the goals listed are endorsed generally by the students. The goals related to Knowledge and Critical Awareness received the highest percentages of 'valuable' ratings. The goals related to Perception and Developing Judgment Skills received the highest percentage of 'little or no value' ratings.

The responses, by percent, from students categorized according to sex, race, religion, academic success, and rank in family are included in Tables 17 through 28, respectively (in Appendix A).

TABLE 11

VALUE PLACED UPON GOALS FOR THE COURSE, BY PERCENT, ALL RESPONDENTS

A=Very Valuable
B=Somewhat Valuable

C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	20	73	7	0	0
To heighten awareness of the interaction between the environment and communication media	29	44	24	0	3
To sharpen visual and aural perception	34	41	22	3	0
KNOWLEDGE:					
To study the impact of communication media on society	32	39	22	7	0
To understand terms used in television, film, photography, and advertising	27	54	12	7	0
To help the student be more critical of what he sees around him--on TV, in the theatre	54	34	12	0	0
CREATIVITY:					
To challenge and direct creative impulses of students	24	56	17	3	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	37	46	17	0	0
To help the student become more flexible and imaginative in communicating his ideas	39	46	10	5	0
SKILLS:					
To develop a wider range of communication skills	39	41	17	3	0
To develop esthetic judgment skills	15	56	27	2	0
To sharpen compositional skills through visual, aural and film experiences	34	44	12	7	3

TABLE 11 (cont.)

A=Very Valuable
B=Somewhat Valuable

C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	49	27	17	7	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	22	54	20	4	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	44	44	5	2	5
To develop an open attitude toward a variety of communication media	32	49	12	2	5

Summary Ratings. The ratings for all objectives were summarized for all categories. The Chi Square test was applied to the summaries in order to test whether the students, when classified according to the variables presented, perceived the value of the goals in a similar manner. The results of the analyses are presented in Table 12.

It will be noted from Table 12 that when the students were categorized according to sex, there was no significant difference in the ratings which they assigned to the program goals. This would suggest that the goals were seen as equally valuable by males and females.

When the students were categorized according to race, a significant difference in the ratings assigned to the goals emerged. Students identifying themselves as Blacks provided positive ratings (A or B) to a lesser extent than did students identifying themselves as White. The percentage of favorable ratings was 27.2 for Blacks and 55.9 for Whites.

When the students were categorized according to religion, a significant difference was found for the ratings assigned. Students identifying themselves as Catholics supplied only 16.1 percent favorable ratings (A or B) compared with 29.7 percent for the Protestants and 33.9 percent for the Jews. Catholic students supplied almost an equal number of 'little value' ratings as 'very valuable' ratings.

When the students were categorized according to academic success, a significant difference emerged between the ratings assigned by the two groups. A greater percentage of successful students rated the goals for the course as 'very valuable' while a greater percentage of average students rated the goals as 'somewhat valuable.'

In order to analyze the ratings assigned by students categorized according to rank in the family, the oldest child and middle child categories were combined to meet the requirements of the Chi Square test. A significant difference was found for the ratings assigned to the goals by the two groups. A greater proportion of older or middle students assigned ratings of 'somewhat valuable' to the goals for the program.

It is apparent from the data that, in all cases, a majority of the students rated the goals favorably. To a significant extent, however, a larger percentage of favorable responses were provided by: White students compared with Black; Jewish and Protestant students compared with Catholic students; successful students compared with average students; and older or middle children in the family compared with youngest children in the family.

Realized Objectives. In order to measure the extent to which students believed they were meeting the objectives for the course, they were asked to respond to each goal according to the 4-point Likert-type scale. The respondents were asked to indicate whether, in their opinion, they were meeting each objective to (a) a great extent; (b) to some extent; (c) to a limited extent; or (d) not meeting the objective at all. The responses are presented in Table 13.

TABLE 12

SIGNIFICANCE OF DIFFERENCE OF VALUE PLACED UPON GOALS, BY STUDENT VARIABLES

N	Student Variables	Responses A	B	C	D	χ^2	df	Significance Level
20	Male	112	147	50	11	.455	3	n.s.
21	Female	105	160	54	11			
13	Black	66	98	29	11	9.211	3	P = < .01
25	White	146	190	57	5			
15	Jews	88	101	44	7	29.966	6	P = < .001
8	Catholics	29	61	30	8			
12	Protestants	74	92	18	5			
21	Scsfl. Std.	119	143	63	9	7.354	3	P = < .05
19	Avg. Std.	92	157	40	11			
23	Oldest/Mid.	118	186	42	5	20.846	3	P = < .001
17	Youngest	97	108	54	16			

A=Very Valuable
B=Somewhat Valuable
C=Little Value
D=No Value At All

It may be noted from Table 13 that the majority of students indicated they were meeting the objectives to either a great extent or to some extent. The students saw themselves as meeting the goals in the category Creativity to at least some extent.

The responses to these items, by percent, from students categorized according to the variables sex, race, religion, academic success, and rank in family are included in Tables 29 through 40, respectively (in Appendix B).

TABLE 13

EXTENT TO WHICH PROGRAM GOALS WERE MET, BY PERCENT, ALL STUDENTS

A=To a Great Extent
B=To Some Extent
C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	12	73	12	0	3
To heighten awareness of the interaction between the environment and communication media	10	54	29	5	2
To sharpen visual and aural perception	27	37	27	7	2
KNOWLEDGE:					
To study the impact of communication media on society	12	47	34	7	0
To understand terms used in television, film, photography, and advertising	32	48	10	10	0
To help the student be more critical of what he sees around him--on TV, in the theatre	51	32	12	5	0
CREATIVITY:					
To challenge and direct creative impulses of students	15	54	19	12	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	29	56	15	0	0
To help the student become more flexible and imaginative in communicating his ideas	34	51	12	3	0
SKILLS:					
To develop a wider range of communication skills	32	54	14	0	0
To develop esthetic judgment skills	15	54	27	2	2
To sharpen compositional skills through visual, aural and film experiences	24	44	22	10	0

TABLE 13 (cont.)

A=To A Great Extent
B=To Some Extent
C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	44	32	14	10	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	24	42	29	5	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	17	64	17	0	2
To develop an open attitude toward a variety of communication media	17	62	17	2	2

Students' Out-of-School Activities. **One potential effect the program might have for the students is pursuing activities or mentioning topics related to their classroom activities. To determine the extent to which this was true for the students in the experimental program, a list of activities in which they might have engaged or topics they might have mentioned outside of school were listed. The respondents were asked to indicate the extent to which they had pursued the activity or spoken about the topic according to the following 4-point scale: (a) frequently; (b) sometimes; (c) seldom; and (d) rarely or never. The responses are summarized in Table 14.**

TABLE 14

OUT-OF-SCHOOL ACTIVITIES ENGAGED IN BY STUDENTS, BY PERCENT

A=Frequently
B=Sometimes
C=Seldom
D=Rarely or Never

	A	B	C	D	Omits
Noticed how TV and radio commercials, magazine and newspaper ads are "put together."	21.9	56.1	12.2	9.8	0.0
Commented on TV programs...how they affect people, techniques used, etc.	19.5	48.8	24.4	7.3	0.0
Talked with enthusiasm about project you had chosen.	36.6	29.3	24.4	9.7	0.0
Commented knowledgeably about communications media: TV, magazines, movies, etc.	14.6	56.1	19.5	9.8	0.0
Noticed design in the world about you, (cars, homes, clothes, architecture, etc.).	36.6	41.5	17.1	4.8	0.0
Expressed interest in coming to school for this course.	17.1	41.5	14.6	26.8	0.0
Tried to come up with new ideas or new ways of looking at everyday objects.	21.9	39.0	26.8	12.3	0.0
Were interested in how photographing and recording equipment works.	43.9	31.7	17.1	7.3	0.0
Showed signs of improvement in expressing yourself in writing and speaking.	21.9	41.5	31.7	4.9	0.0
Showed signs of improvement in expressing yourself non-verbally...(drawing, taking pictures, making collages, films, etc.).	29.3	51.2	14.6	4.9	0.0

TABLE 14 (cont.)

A=Frequently B=Sometimes	A	B	C	D	Omits
C=Seldom D=Rarely or Never					
Used new terms in talking about communications media.	12.2	34.1	46.3	7.4	0.0
Commented positively on the films seen in class.	19.5	58.5	14.6	7.4	0.0
Commented negatively on the films seen in class.	12.3	46.3	24.4	0.0	0.0
Commented favorably on the emphasis on student involvement in the course.	21.9	34.2	21.9	19.5	2.5
Commented unfavorably on the emphasis on student involvement in the course.	7.4	39.0	41.5	9.8	2.3
Tried to solve independently problems arising from working out the project you had chosen.	34.2	29.3	24.4	9.8	2.3
Spoke intelligently about media (synthesizer, editors, splicer, film).	19.5	36.6	26.8	12.2	4.9

It may be noted from the information presented in Table 14 that a majority of the students stated they had engaged in the listed activities or mentioned the list of topics out of school either frequently or sometimes. Exceptions were: Used new terms in talking about media and commented unfavorably upon emphasis upon student involvement in the course.

Parents' Opinionnaire. A questionnaire similar to the one administered to the students was designed for their parents. The instrument was designed to gather data concerning the value parents placed upon the program goals and the educational value the parents placed upon the course. Fifty-one questionnaires were mailed to the parents' homes. Forty usable responses were returned.

The value placed upon each program goal by the 40 parents responding are summarized, by percent, in Table 15.

TABLE 15

PARENTS' RATINGS OF THE VALUE OF THE GOALS FOR THE COURSE, BY PERCENT

A=Very Valuable
B=Somewhat Valuable

C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	40	40	20	0	0
To heighten awareness of the interaction between the environment and communication media	30	55	15	0	0
To sharpen visual and aural perception	55	30	15	0	0
KNOWLEDGE:					
To study the impact of communication media on society	50	30	15	5	0
To understand terms used in television, film, photography, and advertising	40	45	15	0	0
To help the student be more critical of what he sees around him--on TV, in the theatre	55	25	15	5	0
CREATIVITY:					
To challenge and direct creative impulses of students	45	40	15	0	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	40	40	20	0	0
To help the student become more flexible and imaginative in communicating his ideas	55	20	20	5	0
SKILLS:					
To develop a wider range of communication skills	55	30	5	10	0
To develop esthetic judgment skills	30	55	10	5	0
To sharpen compositional skills through visual, aural and film experiences	25	50	15	10	0

TABLE 15 (cont.)

A=Very Valuable
B=Somewhat Valuable
C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	25	50	25	0	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	25	55	15	5	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	55	35	5	5	0
To develop an open attitude toward a variety of communication media	35	55	10	0	0

The data presented in Table 15 indicates that the majority of the parents who responded to the questionnaire saw the goals for the program as being either Very Valuable or Somewhat Valuable. Comparatively few of the respondents saw the goals as being of No Value At All. Only 5 or 10 percent of the respondents viewed certain of the goals as having no value.

In order to note whether the general endorsement of the goals by parents varied according to the type of goal (perception, knowledge, etc.), the responses were summarized for each type of goal and were tested by Chi Square. The results are presented in Table 16.

The data presented in Table 16 indicates that there was no significant difference in the manner in which the group of 20 parents rated the value of the goals. The 6 types of goals were rated positively.

TABLE 16

SIGNIFICANCE OF DIFFERENCE OF PARENT RATINGS AMONG 6 TYPES OF PROGRAM GOALS

Types of Goals	Observed Frequencies				χ^2	df	Sig. Level
	A	B	C	D	16.109	15	$P = < .50$
Perception	25	24	10	1			
Knowledge	29	20	9	2			
Creativity	28	20	10	1			
Skills	22	27	6	5			
Prod. Techniques	10	21	8	1			
Attitudes	18	18	3	1			

SUMMARY AND CONCLUSION

The course, Editing as a Way of Life, was tried out on an experimental basis in University City Senior High School during the fall semester, 1970. It was taught by a team of three instructors, one of whom was the designer of the course. The school was typical of many districts located throughout the nation. The class was composed of sophomores varied along racial, religious, and other characteristics.

The goals for the program were subsumed under 6 general categories. Many of the goals were not directly measurable. The evaluation of the program centered upon selected aspects of the program for which measures could be obtained.

Among the major findings were: (1) students enrolled in the program gained in their ability to define selected terms from the field of communications and media; (2) students exhibited a greater amount of sophistication in the definitions of these terms; (3) there was a substantial correlation between the activities students liked to perform and from which they learned the most; (4) students who submitted projects composed of slides, films, or multi-media presentations received higher ratings than students who submitted graphics and photography projects; (5) students rated the objectives for the course in a generally positive manner; (6) significant differences were found among the ratings assigned by students when they were categorized according to several student variables; (7) parents of students in the program viewed the goals in a positive manner; and (8) no significant difference was found among the positive ratings assigned to various types of goals.

The findings indicate that the course could be considered to have met with success in its trial in a genuine school setting. The students gained experience in operating equipment and in other aspects of communications media. Students working together or alone produced projects in which they made a statement through media. Furthermore, students stated that they engaged in out-of-school activities related to the course. The general acceptance of the goals for the program from students and parents would seem to indicate that the course could be implemented in other schools throughout the nation.

The aspects of this course which were measured were those which lent themselves readily to data gathering within a short period of time. It would be valuable if researchers could develop instrumentation or observational techniques for gathering data about the more subtle goals of the program. Such an exercise would be expected to make a meaningful contribution to the field of aesthetic education.

APPENDIX A

VALUE PLACED UPON GOALS FOR THE COURSE

Item Analysis of Responses by Sex, Race, Religion, Academic Success, and Rank in Family

TABLE 17

VALUE PLACED UPON GOALS FOR THE COURSE, BY PERCENT, MALES

A=Very Valuable
B=Somewhat Valuable
C=Little Value
D=No Value At All

	Percent Responding				
	A	**B**	**C**	**D**	**Omits**
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	25	75	0	0	0
To heighten awareness of the interaction between the environment and communication media	40	45	15	0	0
To sharpen visual and aural perception	40	30	25	5	0
KNOWLEDGE:					
To study the impact of communication media on society	25	55	15	5	0
To understand terms used in television, film, photography, and advertising	35	45	15	5	0
To help the student be more critical of what he sees around him--on TV, in the theatre	65	20	15	0	0
CREATIVITY:					
To challenge and direct creative impulses of students	20	50	30	0	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	40	55	5	0	0
To help the student become more flexible and imaginative in communicating his ideas	40	40	10	10	0
SKILLS:					
To develop a wider range of communication skills	35	45	15	5	0
To develop esthetic judgment skills	5	50	40	5	0
To sharpen compositional skills through visual, aural and film experiences	35	45	10	10	0

TABLE 17 (cont.)

A=Very Valuable
B=Somewhat Valuable

C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	60	20	20	0	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	20	55	25	0	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	50	45	0	5	0
To develop an open attitude toward a variety of communication media	25	60	10	5	0

TABLE 18

VALUE PLACED UPON GOALS FOR THE COURSE, BY PERCENT, FEMALES

A=Very Valuable
B=Somewhat Valuable
C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	14	72	14	0	0
To heighten awareness of the interaction between the environment and communication media	19	43	7	0	5
To sharpen visual and aural perception	29	52	19	0	0
KNOWLEDGE:					
To study the impact of communication media on society	38	24	28	10	0
To understand terms used in television, film, photography, and advertising	19	61	10	10	0
To help the student be more critical of what he sees around him--on TV, in the theatre	43	48	9	0	0
CREATIVITY:					
To challenge and direct creative impulses of students	28	62	5	5	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	33	38	29	0	0
To help the student become more flexible and imaginative in communicating his ideas	38	52	10	0	0
SKILLS:					
To develop a wider range of communication skills	43	38	19	0	0
To develop esthetic judgment skills	24	62	14	0	0
To sharpen compositional skills through visual, aural and film experiences	33	43	14	5	5

TABLE 18 (cont.)

A=Very Valuable
B=Somewhat Valuable

C=Little Value
D=No Value At All

	Percent Responding				
	A	**B**	**C**	**D**	**Omits**
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	38	34	14	14	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	24	52	14	10	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	38	42	10	0	10
To develop an open attitude toward a variety of communication media	38	38	14	0	10

TABLE 19

VALUE PLACED UPON GOALS FOR THE COURSE, BY PERCENT, BLACK

A=Very Valuable
B=Somewhat Valuable
C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	15	77	8	0	0
To heighten awareness of the interaction between the environment and communication media	31	31	31	0	7
To sharpen visual and aural perception	15	54	23	8	0
KNOWLEDGE:					
To study the impact of communication media on society	23	46	16	15	0
To understand terms used in television, film, photography, and advertising	54	31	15	0	0
To help the student be more critical of what he sees around him--on TV, in the theatre	69	31	0	0	0
CREATIVITY:					
To challenge and direct creative impulses of students	15	54	31	0	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	46	46	8	0	0
To help the student become more flexible and imaginative in communicating his ideas	15	55	15	15	0
SKILLS:					
To develop a wider range of communication skills	15	46	31	8	0
To develop esthetic judgment skills	8	69	15	8	0
To sharpen compositional skills through visual, aural and film experiences	31	46	0	15	8

TABLE 19 (cont.)

A=Very Valuable
B=Somewhat Valuable

C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	84	8	8	0	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	31	54	15	0	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	38	46	0	8	8
To develop an open attitude toward a variety of communication media	15	62	8	8	8

TABLE 20

VALUE PLACED UPON GOALS FOR THE COURSE, BY PERCENT, WHITE

A=Very Valuable
B=Somewhat Valuable
C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	24	68	8	0	0
To heighten awareness of the interaction between the environment and communication media	32	48	20	0	0
To sharpen visual and aural perception	48	36	16	0	0
KNOWLEDGE:					
To study the impact of communication media on society	36	40	24	0	0
To understand terms used in television, film, photography, and advertising	16	68	8	8	0
To help the student be more critical of what he sees around him--on TV, in the theatre	52	32	16	0	0
CREATIVITY:					
To challenge and direct creative impulses of students	32	56	8	4	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	32	48	20	0	0
To help the student become more flexible and imaginative in communicating his ideas	52	44	4	0	0
SKILLS:					
To develop a wider range of communication skills	52	44	4	0	0
To develop esthetic judgment skills	20	52	28	0	0
To sharpen compositional skills through visual, aural and film experiences	40	48	12	0	0

TABLE 20 (cont.)

A=Very Valuable
B=Somewhat Valuable

C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	36	40	20	4	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	20	60	16	4	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	52	36	8	0	4
To develop an open attitude toward a variety of communication media	40	40	16	0	4

TABLE 21

VALUE PLACED UPON GOALS FOR THE COURSE, BY PERCENT, PROTESTANTS

A=Very Valuable
B=Somewhat Valuable

C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	25	75	0	0	0
To heighten awareness of the interaction between the environment and communication media	25	59	8	0	8
To sharpen visual and aural perception	33	67	0	0	0
KNOWLEDGE:					
To study the impact of communication media on society	25	67	0	8	0
To understand terms used in television, film, photography, and advertising	25	42	33	0	0
To help the student be more critical of what he sees around him--on TV, in the theatre	67	33	0	0	0
CREATIVITY:					
To challenge and direct creative impulses of students	33	50	17	0	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	59	33	8	0	0
To help the student become more flexible and imaginative in communicating his ideas	33	59	0	8	0
SKILLS:					
To develop a wider range of communication skills	75	17	8	0	0
To develop esthetic judgment skills	17	58	25	0	0
To sharpen compositional skills through visual, aural and film experiences	50	42	0	8	0

TABLE 21 (cont.)

A=Very Valuable
B=Somewhat Valuable

C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	59	25	8	8	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	34	50	8	8	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	25	59	8	0	8
To develop an open attitude toward a variety of communication media	33	33	25	0	9

TABLE 22

VALUE PLACED UPON GOALS FOR THE COURSE, BY PERCENT, CATHOLICS

A=Very Valuable
B=Somewhat Valuable
C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	0	75	25	0	0
To heighten awareness of the interaction between the environment and communication media	12.5	12.5	75	0	0
To sharpen visual and aural perception	12.5	50	37.5	0	0
KNOWLEDGE:					
To study the impact of communication media on society	25	25	25	25	0
To understand terms used in television, film, photography, and advertising	50	50	0	0	0
To help the student be more critical of what he sees around him--on TV, in the theatre	50	50	0	0	0
CREATIVITY:					
To challenge and direct creative impulses of students	0	87.5	12.5	0	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	12.5	50	37.5	0	0
To help the student become more flexible and imaginative in communicating his ideas	25	37.5	25	12.5	0
SKILLS:					
To develop a wider range of communication skills	12.5	50	37.5	0	0
To develop esthetic judgment skills	0	62.5	25	12.5	0
To sharpen compositional skills through visual, aural and film experiences	25	37.5	25	12.5	0

TABLE 22 (cont.)

A=Very Valuable
B=Somewhat Valuable

C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	50	25	12.5	12.5	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	25	37.5	37.5	0	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	37.5	50	0	12.5	0
To develop an open attitude toward a variety of communication media	25	62.5	0	12.5	0

TABLE 23

VALUE PLACED UPON GOALS FOR THE COURSE, BY PERCENT, JEWS

A=Very Valuable
B=Somewhat Valuable

C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	33	60	7	0	0
To heighten awareness of the interaction between the environment and communication media	47	47	6	0	0
To sharpen visual and aural perception	47	20	33	0	0
KNOWLEDGE:					
To study the impact of communication media on society	40	27	33	0	0
To understand terms used in television, film, photography, and advertising	13	60	7	20	0
To help the student be more critical of what he sees around him--on TV, in the theatre	40	27	33	0	0
CREATIVITY:					
To challenge and direct creative impulses of students	33	47	13	7	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	40	47	13	0	0
To help the student become more flexible and imaginative in communicating his ideas	60	33	7	0	0
SKILLS:					
To develop a wider range of communication skills	33	54	13	0	0
To develop esthetic judgment skills	13	54	33	0	0
To sharpen compositional skills through visual, aural and film experiences	33	40	20	7	0

TABLE 23 (cont.)

A=Very Valuable
B=Somewhat Valuable
C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	27	33	33	7	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	20	53	20	7	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	66	27	7	0	0
To develop an open attitude toward a variety of communication media	40	47	13	0	0

TABLE 24

VALUE PLACED UPON GOALS FOR THE COURSE, BY PERCENT, SUCCESSFUL STUDENT

A=Very Valuable
B=Somewhat Valuable

C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	28	67	5	0	0
To heighten awareness of the interaction between the environment and communication media	33	48	19	0	0
To sharpen visual and aural perception	38	38	24	0	0
KNOWLEDGE:					
To study the impact of communication media on society	33	33	29	5	0
To understand terms used in television, film, photography, and advertising	19	57	10	14	0
To help the student be more critical of what he sees around him--on TV, in the theatre	38	38	24	0	0
CREATIVITY:					
To challenge and direct creative impulses of students	28	48	19	5	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	43	38	19	0	0
To help the student become more flexible and imaginative in communicating his ideas	43	43	9	5	0
SKILLS:					
To develop a wider range of communication skills	43	38	19	0	0
To develop esthetic judgment skills	14	43	43	0	0
To sharpen compositional skills through visual, aural and film experiences	48	33	19	0	0

TABLE 24 (cont.)

A=Very Valuable
B=Somewhat Valuable

C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	43	24	24	9	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	33	43	19	5	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	43	47	5	0	5
To develop an open attitude toward a variety of communication media	38	43	14	0	5

TABLE 25

VALUE PLACED UPON GOALS FOR THE COURSE, BY PERCENT, AVERAGE STUDENT

A=Very Valuable
B=Somewhat Valuable
C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	11	78	11	0	0
To heighten awareness of the interaction between the environment and communication media	21	42	32	0	5
To sharpen visual and aural perception	32	47	21	0	0
KNOWLEDGE:					
To study the impact of communication media on society	26	47	16	11	0
To understand terms used in television, film, photography, and advertising	31	53	16	0	0
To help the student be more critical of what he sees around him--on TV, in the theatre	68	32	0	0	0
CREATIVITY:					
To challenge and direct creative impulses of students	21	63	16	0	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	31	53	16	0	0
To help the student become more flexible and imaginative in communicating his ideas	37	53	5	5	0
SKILLS:					
To develop a wider range of communication skills	37	47	16	0	0
To develop esthetic judgment skills	16	68	11	5	0
To sharpen compositional skills through visual, aural and film experiences	21	53	5	16	5

TABLE 25 (cont.)

A=Very Valuable
B=Somewhat Valuable

C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	53	31	11	5	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	11	63	21	5	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	42	42	5	5	5
To develop an open attitude toward a variety of communication media	26	53	11	5	5

TABLE 26

VALUE PLACED UPON GOALS FOR THE COURSE, BY PERCENT, OLDEST CHILD

A=Very Valuable
B=Somewhat Valuable
C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	17	83	0	0	0
To heighten awareness of the interaction between the environment and communication media	17	50	17	0	16
To sharpen visual and aural perception	83	17	0	0	0
KNOWLEDGE:					
To study the impact of communication media on society	33	33	33	0	0
To understand terms used in television, film, photography, and advertising	17	50	33	0	0
To help the student be more critical of what he sees around him--on TV, in the theatre	67	0	33	0	0
CREATIVITY:					
To challenge and direct creative impulses of students	33	67	0	0	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	50	33	17	0	0
To help the student become more flexible and imaginative in communicating his ideas	50	50	0	0	0
SKILLS:					
To develop a wider range of communication skills	17	83	0	0	0
To develop esthetic judgment skills	17	66	17	0	0
To sharpen compositional skills through visual, aural and film experiences	33	50	17	0	0

TABLE 26 (cont.)

A=Very Valuable
B=Somewhat Valuable

C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	50	0	50	0	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	17	33	50	0	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	50	33	0	0	17
To develop an open attitude toward a variety of communication media	33	33	17	0	17

TABLE 27

VALUE PLACED UPON GOALS FOR THE COURSE, BY PERCENT, SECOND OLDEST CHILD

A=Very Valuable
B=Somewhat Valuable

C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	12	82	6	0	0
To heighten awareness of the interaction between the environment and communication media	29	65	6	0	0
To sharpen visual and aural perception	35	53	12	0	0
KNOWLEDGE:					
To study the impact of communication media on society	23	53	18	6	0
To understand terms used in television, film, photography, and advertising	18	64	18	0	0
To help the student be more critical of what he sees around him--on TV, in the theatre	47	53	0	0	0
CREATIVITY:					
To challenge and direct creative impulses of students	29	47	24	0	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	41	53	6	0	0
To help the student become more flexible and imaginative in communicating his ideas	41	59	0	0	0
SKILLS:					
To develop a wider range of communication skills	35	47	18	0	0
To develop esthetic judgment skills	12	70	18	0	0
To sharpen compositional skills through visual, aural and film experiences	29	53	0	12	6

TABLE 27 (cont.)

A=Very Valuable
B=Somewhat Valuable

C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	47	47	0	6	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	23	65	6	6	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	35	53	6	0	6
To develop an open attitude toward a variety of communication media	29	53	12	0	6

TABLE 28

VALUE PLACED UPON GOALS FOR THE COURSE, BY PERCENT, YOUNGER THAN 2 OR MORE

A=Very Valuable
B=Somewhat Valuable

C=Little Value
D-No Value At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	29	59	12	0	0
To heighten awareness of the interaction between the environment and communication media	35	24	41	0	0
To sharpen visual and aural perception	18	41	35	6	0
KNOWLEDGE:					
To study the impact of communication media on society	35	29	24	12	0
To understand terms used in television, film, photography, and advertising	41	41	0	18	0
To help the student be more critical of what he sees around him--on TV, in the theatre	59	23	18	0	0
CREATIVITY:					
To challenge and direct creative impulses of students	18	59	18	5	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	29	47	24	0	0
To help the student become more flexible and imaginative in communicating his ideas	35	35	18	12	0
SKILLS:					
To develop a wider range of communication skills	53	23	18	6	0
To develop esthetic judgment skills	18	41	35	6	0
To sharpen compositional skills through visual, aural and film experiences	41	35	18	6	0

TABLE 28 (cont.)

A=Very Valuable
B=Somewhat Valuable

C=Little Value
D=No Value At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	53	18	23	6	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	23	53	18	6	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	53	35	6	6	0
To develop an open attitude toward a variety of communication media	29	53	12	6	0

APPENDIX B

EXTENT TO WHICH PROGRAM GOALS WERE MET

Item Analysis of Responses by Sex, Race, Religion, Academic Success, and Rank in Family

TABLE 29

EXTENT TO WHICH PROGRAM GOALS WERE MET, BY PERCENT, MALES

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	20	65	10	5	0
To heighten awareness of the interaction between the environment and communication media	20	45	30	5	0
To sharpen visual and aural perception	30	40	20	10	0
KNOWLEDGE:					
To study the impact of communication media on society	20	50	20	10	0
To understand terms used in television, film, photography, and advertising	45	40	10	5	0
To help the student be more critical of what he sees around him--on TV, in the theatre	55	20	15	10	0
CREATIVITY:					
To challenge and direct creative impulses of students	15	55	20	10	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	35	55	10	0	0
To help the student become more flexible and imaginative in communicating his ideas	25	65	5	5	0
SKILLS:					
To develop a wider range of communication skills	45	45	10	0	0
To develop esthetic judgment skills	25	50	20	0	5
To sharpen compositional skills through visual, aural and film experiences	30	40	15	15	0

TABLE 29 (cont.)

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	65	25	5	5	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	30	35	30	5	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	20	65	10	0	5
To develop an open attitude toward a variety of communication media	20	60	15	0	5

TABLE 30

EXTENT TO WHICH PROGRAM GOALS WERE MET, BY PERCENT, FEMALES

A=To a Great Extent
B=To Some Extent
C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	5	81	14	0	0
To heighten awareness of the interaction between the environment and communication media	0	62	28	5	5
To sharpen visual and aural perception	24	33	33	5	5
KNOWLEDGE:					
To study the impact of communication media on society	5	43	47	5	0
To understand terms used in television, film, photography, and advertising	19	57	10	14	0
To help the student be more critical of what he sees around him--on TV, in the theatre	48	43	9	0	0
CREATIVITY:					
To challenge and direct creative impulses of students	14	53	19	14	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	24	57	19	0	0
To help the student become more flexible and imaginative in communicating his ideas	43	38	19	0	0
SKILLS:					
To develop a wider range of communication skills	19	62	19	0	0
To develop esthetic judgment skills	5	57	33	5	0
To sharpen compositional skills through visual, aural and film experiences	19	48	28	5	0

TABLE 30 (cont.)

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At all

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	24	38	24	14	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	19	48	28	5	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	14	62	24	0	0
To develop an open attitude toward a variety of communication media	14	62	19	5	0

TABLE 31

EXTENT TO WHICH PROGRAM GOALS WERE MET, BY PERCENT, BLACK

A=To a Great Extent
B=To Some Extent
C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	8	69	15	0	8
To heighten awareness of the interaction between the environment and communication media	8	38	38	8	8
To sharpen visual and aural perception	15	31	31	15	8
KNOWLEDGE:					
To study the impact of communication media on society	8	6	6	0	0
To understand terms used in television, film, photography, and advertising	38	46	8	8	0
To help the student be more critical of what he sees around him--on TV, in the theatre	54	30	8	8	0
CREATIVITY:					
To challenge and direct creative impulses of students	0	62	23	15	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	54	46	0	0	0
To help the student become more flexible and imaginative in communicating his ideas	23	69	8	0	0
SKILLS:					
To develop a wider range of communication skills	23	54	23	0	0
To develop esthetic judgment skills	15	46	39	0	0
To sharpen compositional skills through visual, aural and film experiences	8	54	15	23	0

TABLE 31 (cont.)

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	62	15	15	8	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	8	46	38	8	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	0	69	23	0	8
To develop an open attitude toward a variety of communication media	8	61	23	0	8

TABLE 32

EXTENT TO WHICH PROGRAM GOALS WERE MET, BY PERCENT, WHITE

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	16	72	12	0	0
To heighten awareness of the interaction between the environment and communication media	12	68	20	0	0
To sharpen visual and aural perception	36	44	20	0	0
KNOWLEDGE:					
To study the impact of communication media on society	16	52	24	8	0
To understand terms used in television, film, photography, and advertising	32	52	12	4	0
To help the student be more critical of what he sees around him--on TV, in the theatre	56	28	12	4	0
CREATIVITY:					
To challenge and direct creative impulses of students	24	52	16	8	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	20	64	16	0	0
To help the student become more flexible and imaginative in communicating his ideas	44	36	16	4	0
SKILLS:					
To develop a wider range of communication skills	36	52	12	0	0
To develop esthetic judgment skills	16	64	16	0	4
To sharpen compositional skills through visual, aural and film experiences	36	36	28	0	0

TABLE 32 (cont.)

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	40	36	12	12	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	36	40	20	4	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	28	56	16	0	0
To develop an open attitude toward a variety of communication media	24	60	12	4	0

TABLE 33

EXTENT TO WHICH PROGRAM GOALS WERE MET, BY PERCENT, PROTESTANTS

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	8	75	17	0	0
To heighten awareness of the interaction between the environment and communication media	9	75	8	8	0
To sharpen visual and aural perception	50	34	8	8	0
KNOWLEDGE:					
To study the impact of communication media on society	17	50	33	0	0
To understand terms used in television, film, photography, and advertising	25	67	0	8	0
To help the student be more critical of what he sees around him--on TV, in the theatre	75	17	0	8	0
CREATIVITY:					
To challenge and direct creative impulses of students	17	58	8	17	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	25	67	8	0	0
To help the student become more flexible and imaginative in communicating his ideas	50	42	8	0	0
SKILLS:					
To develop a wider range of communication skills	25	75	0	0	0
To develop esthetic judgment skills	17	50	17	8	8
To sharpen compositional skills through visual, aural and film experiences	25	50	8	17	0

TABLE 33 (cont.)

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	42	42	16	0	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	33	42	25	0	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	25	67	8	0	0
To develop an open attitude toward a variety of communication media	17	66	17	0	0

TABLE 34

EXTENT TO WHICH PROGRAM GOALS WERE MET, BY PERCENT, CATHOLICS

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	0	75	25	0	0
To heighten awareness of the interaction between the environment and communication media	0	25	62.5	0	12.5
To sharpen visual and aural perception	0	37.5	37.5	12.5	12.5
KNOWLEDGE:					
To study the impact of communication media on society	0	25	62.5	12.5	0
To understand terms used in television, film, photography, and advertising	37.5	37.5	12.5	12.5	0
To help the student be more critical of what he sees around him--on TV, in the theatre	50	37.5	12.5	0	0
CREATIVITY:					
To challenge and direct creative impulses of students	0	62.5	25	12.5	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	25	62.5	12.5	0	0
To help the student become more flexible and imaginative in communicating his ideas	12.5	87.5	0	0	0
SKILLS:					
To develop a wider range of communication skills	25	25	50	0	0
To develop esthetic judgment skills	12.5	37.5	50	0	0
To sharpen compositional skills through visual, aural and film experiences	12.5	25	50	12.5	0

TABLE 34 (cont.)

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	37.5	25	25	12.5	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	0	50	37.5	12.5	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	0	75	25	0	0
To develop an open attitude toward a variety of communication media	12.5	50	37.5	0	0

TABLE 35

EXTENT TO WHICH PROGRAM GOALS WERE MET, BY PERCENT, JEWS

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	20	73	7	0	0
To heighten awareness of the interaction between the environment and communication media	20	60	20	0	0
To sharpen visual and aural perception	20	40	40	0	0
KNOWLEDGE:					
To study the impact of communication media on society	20	47	27	6	0
To understand terms used in television, film, photography, and advertising	40	34	13	13	0
To help the student be more critical of what he sees around him--on TV, in the theatre	33	40	20	7	0
CREATIVITY:					
To challenge and direct creative impulses of students	27	40	20	13	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	33	40	27	0	0
To help the student become more flexible and imaginative in communicating his ideas	40	40	13	7	0
SKILLS:					
To develop a wider range of communication skills	40	47	13	0	0
To develop esthetic judgment skills	6	67	27	0	0
To sharpen compositional skills through visual, aural and film experiences	33	47	20	0	0

TABLE 35 (cont.)

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	33	33	14	20	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	27	40	27	6	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	27	53	13	0	7
To develop an open attitude toward a variety of communication media	26	60	0	7	7

TABLE 36

EXTENT TO WHICH PROGRAM GOALS WERE MET, BY PERCENT, SUCCESSFUL STUDENT

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	14	81	5	0	0
To heighten awareness of the interaction between the environment and communication media	19	48	33	0	0
To sharpen visual and aural perception	24	43	33	0	0
KNOWLEDGE:					
To study the impact of communication media on society	19	48	24	9	0
To understand terms used in television, film, photography, and advertising	29	43	14	14	0
To help the student be more critical of what he sees around him--on TV, in the theatre	43	29	19	9	0
CREATIVITY:					
To challenge and direct creative impulses of students	29	29	33	9	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	33	43	24	0	0
To help the student become more flexible and imaginative in communicating his ideas	38	43	14	5	0
SKILLS:					
To develop a wider range of communication skills	53	33	14	0	0
To develop esthetic judgment skills	19	62	19	0	0
To sharpen compositional skills through visual, aural and film experiences	28	48	19	5	0

TABLE 36 (cont.)

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	43	33	10	14	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	33	29	33	5	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	29	57	14	0	0
To develop an open attitude toward a variety of communication media	24	57	14	5	0

TABLE 37

EXTENT TO WHICH PROGRAM GOALS WERE MET, BY PERCENT, AVERAGE STUDENT

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	**B**	**C**	**D**	**Omits**
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	5	69	21	0	5
To heighten awareness of the interaction between the environment and communication media	0	63	27	1	1
To sharpen visual and aural perception	32	32	21	10	5
KNOWLEDGE:					
To study the impact of communication media on society	5	42	48	5	0
To understand terms used in television, film, photography, and advertising	37	53	5	5	0
To help the student be more critical of what he sees around him--on TV, in the theatre	58	37	5	0	0
CREATIVITY:					
To challenge and direct creative impulses of students	0	79	5	16	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	21	74	5	0	0
To help the student become more flexible and imaginative in communicating his ideas	32	58	10	0	0
SKILLS:					
To develop a wider range of communication skills	10	74	16	0	0
To develop esthetic judgment skills	11	47	32	5	5
To sharpen compositional skills through visual, aural and film experiences	21	42	26	11	0

TABLE 37 (cont.)

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	42	32	21	5	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	16	58	21	5	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	5	74	16	0	5
To develop an open attitude toward a variety of communication media	11	68	16	0	5

TABLE 38

EXTENT TO WHICH PROGRAM GOALS WERE MET, BY PERCENT, OLDEST CHILD

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	0	50	50	0	0
To heighten awareness of the interaction between the environment and communication media	0	67	33	0	0
To sharpen visual and aural perception	33	33	33	0	0
KNOWLEDGE:					
To study the impact of communication media on society	0	50	50	0	0
To understand terms used in television, film, photography, and advertising	33	33	17	17	0
To help the student be more critical of what he sees around him--on TV, in the theatre	50	33	0	17	0
CREATIVITY:					
To challenge and direct creative impulses of students	0	66	17	17	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	50	17	33	0	0
To help the student become more flexible and imaginative in communicating his ideas	17	83	0	0	0
SKILLS:					
To develop a wider range of communication skills	33	67	0	0	0
To develop esthetic judgment skills	17	3	2	0	0
To sharpen compositional skills through visual, aural and film experiences	50	50	0	0	0

TABLE 38 (cont.)

A=To a Great Extent
B=To Some Extent
C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	33	17	33	17	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	17	66	17	0	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	0	100	0	0	0
To develop an open attitude toward a variety of communication media	17	83	0	0	0

TABLE 39

EXTENT TO WHICH PROGRAM GOALS WERE MET, BY PERCENT, SECOND OLDEST CHILD

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	12	82	0	0	6
To heighten awareness of the interaction between the environment and communication media	6	70	12	6	6
To sharpen visual and aural perception	23	53	12	6	6
KNOWLEDGE:					
To study the impact of communication media on society	18	53	29	0	0
To understand terms used in television, film, photography, and advertising	29	65	6	0	0
To help the student be more critical of what he sees around him--on TV, in the theatre	53	35	6	6	0
CREATIVITY:					
To challenge and direct creative impulses of students	18	59	18	5	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	12	88	0	0	0
To help the student become more flexible and imaginative in communicating his ideas	41	41	18	0	0
SKILLS:					
To develop a wider range of communication skills	18	82	0	0	0
To develop esthetic judgment skills	12	64	12	6	6
To sharpen compositional skills through visual, aural and film experiences	23	47	18	12	0

TABLE 39 (cont.)

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	47	41	6	6	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	29	42	29	0	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	29	47	18	0	6
To develop an open attitude toward a variety of communication media	23	53	18	0	6

TABLE 40

EXTENT TO WHICH PROGRAM GOALS WERE MET, BY PERCENT, YOUNGER THAN 2 OR MORE

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PERCEPTION:					
To develop a critical awareness of the form and content of communication media	18	70	12	0	0
To heighten awareness of the interaction between the environment and communication media	18	35	41	6	0
To sharpen visual and aural perception	29	24	35	12	0
KNOWLEDGE:					
To study the impact of communication media on society	12	41	29	18	0
To understand terms used in television, film, photography, and advertising	35	41	12	12	0
To help the student be more critical of what he sees around him--on TV, in the theatre	53	24	24	0	0
CREATIVITY:					
To challenge and direct creative impulses of students	18	41	23	18	0
To provide opportunities for experience and production of compositions in slides, film, tape recordings and other non-verbal forms	41	41	18	0	0
To help the student become more flexible and imaginative in communicating his ideas	35	47	12	6	0
SKILLS:					
To develop a wider range of communication skills	41	24	35	0	0
To develop esthetic judgment skills	18	47	35	0	0
To sharpen compositional skills through visual, aural and film experiences	18	35	35	12	0

TABLE 40 (cont.)

A=To a Great Extent
B=To Some Extent

C=To a Limited Extent
D=Not At All

	Percent Responding				
	A	B	C	D	Omits
PRODUCTION TECHNIQUES:					
To operate equipment necessary for film making, audio, and video tape recording	47	29	12	12	0
To provide sufficient skills and successful experiences in communication media so that the student will be motivated to continue producing independently	24	29	35	12	0
ATTITUDES:					
To develop positive attitudes toward expressing ideas in various ways--other than written forms	12	65	23	0	0
To develop an open attitude toward a variety of communication media	12	65	17	6	0

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